

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 9 Writing**

Text Title: Writing with Power, hardcover student edition with online access, Grade 9 **Publisher** Perfection Learning

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 9 Writing Summary	Rating		
	Adequate	Limited	No Evidence
9.6	X		
9.6a	X		
9.6b	X		
9.6c	X		
9.6d	X		
9.6e	X		
9.6f	X		
9.6g	X		
9.6h	X		
9.6i	X		
9.7	X		
9.7a	X		
9.7b	X		
9.7c	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 9 Writing Summary	Rating		
	Adequate	Limited	No Evidence
9.7d	X		
9.7e	X		
9.7f	X		
9.8	X		
9.8a	X		
9.8b	X		
9.8c	X		
9.8d	X		
9.8e	X		
9.8f	X		
9.8g	X		
9.8h	X		

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Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
2. The textbook is organized appropriately within and among units of study.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
4. The writing style, syntax, and vocabulary are appropriate.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
5. Sufficient instructional strategies are provided to promote depth of understanding.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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2010 Grade 9 English Standards of Learning			
STANDARD		Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.	
9.6	The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.	<u>Adequate</u> Limited No Evidence	Comments:
	a) Generate, gather, and organize ideas for writing.	<u>Adequate</u> Limited No Evidence	Comments:
	b) Plan and organize writing to address a specific audience and purpose.	<u>Adequate</u> Limited No Evidence	Comments:
	c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.	<u>Adequate</u> Limited No Evidence	Comments:
	d) Write clear, varied sentences using specific vocabulary and information.	<u>Adequate</u> Limited No Evidence	Comments:

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Elaborate ideas clearly through word choice and vivid description.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Arrange paragraphs into a logical progression.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Use transitions between paragraphs and ideas.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Revise writing for clarity of content, accuracy and depth of information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Use computer technology to plan, draft, revise, edit, and publish writing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD		Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.	
9.7	The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	<u>Adequate</u>	Limited No Evidence Comments:
	a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.	<u>Adequate</u>	Limited No Evidence Comments:
	b) Use parallel structures across sentences and paragraphs.	<u>Adequate</u>	Limited No Evidence Comments:
	c) Use appositives, main clauses, and subordinate clauses.	<u>Adequate</u>	Limited No Evidence Comments:
	d) Use commas and semicolons to distinguish and divide main and subordinate clauses.	<u>Adequate</u>	Limited No Evidence Comments:

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Distinguish between active and passive voice.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Proofread and edit writing for intended audience and purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use technology as a tool for research to organize, evaluate, and communicate information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Narrow the focus of a search.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Find, evaluate, and select appropriate sources to access information and answer questions.	<u>Adequate</u>	Limited	No Evidence
	Comments: Additional examples would be helpful.		
d) Verify the validity and accuracy of all information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Credit the sources of quoted, paraphrased, and summarized ideas.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		